

Continuous Professional Development Brochure for Schools and Academies 2017/2018



Rotherham School Improvement Partnership Mission
all pupils making at least good progress;
no underperforming cohorts;
all teachers delivering at least good learning;
and all schools moving to at least the next level of successful performance

**"EVERY TEACHER NEEDS TO IMPROVE, NOT BECAUSE THEY ARE NOT GOOD ENOUGH,
BUT BECAUSE THEY CAN BE EVEN BETTER."**

DYLAN WILIAM

Welcome to Rotherham's School Improvement Service (RoSIS) Continuous Professional Development Brochure for schools and academies for 2017-18. The brochure has been developed in consultation with headteachers and together with the Directory of Services and the Governors' Learning and Development Prospectus is designed to help all schools and academies move towards achieving our Rotherham School Improvement Partnership mission:

- *all pupils making at least good progress;*
- *no underperforming cohorts;*
- *all teachers delivering at least good learning; and*
- *all schools moving to at least the next level of successful performance.*

Within this year's RoSIS offer, you will find a range of CPD opportunities facilitated or delivered by our team of professionally qualified and experienced Teaching and Learning Consultants. Working closely with practitioners and leaders in schools, this workforce will continue to provide additional value and expertise to the local schools-led improvement system. The CPD opportunities have been aligned to the Standard for teachers' professional development (2016) which is based on the following characteristics:

1. Professional development should have a focus on improving and evaluating pupil outcomes.
2. Professional development should be underpinned by robust evidence and expertise.
3. Professional development should include collaboration and expert challenge.
4. Professional development programmes should be sustained over time.
And all this is underpinned by, and requires that:
5. Professional development must be prioritised by school leadership.

In addition, we have also linked our new offer to these other standards:

- Teachers' Standards (2013)
- Professional standards for teaching assistants (2016)

Full details of our CPD offer, along with cost per delegate and booking arrangements, are set out in the brochure and are available to any school or academy whether based in Rotherham or elsewhere. For those schools and academies that have opted to subscribe to the RoSIS Traded Services Offer in full, all CPD opportunities in the brochure are included as part of your subscription fee without further charges or limitation on the number of staff that want to attend. Schools and academies will be informed via regular RoSIS circulars and CPD updates throughout the year when additional items are added to this offer.

We hope that you find the learning opportunities within this brochure a valuable contribution towards meeting your school improvement needs for 2017-18. We look forward to continue working together in partnership with you through the next academic year.



Del Rew

Head of Education; Rotherham School Improvement Service

Endorsement

Accessing high quality CPD is essential when making improvements to teaching and learning. As a new Headteacher coming into Rotherham, I have been extremely pleased with the variety of CPD and level of support made available through the RoSIS traded offer. We are extremely lucky to be able to utilise these development opportunities so that we can continue to improve practice and impact positively on children's outcomes.

Headteacher, Wales Primary

Our Principles

- Is a schools-led offer based upon school's needs as customers with purchasing power to achieve economies of scale and value for money;
- Focuses on prevention rather than intervention that provides both support and challenges;
- Is independent and 100% committed to the Rotherham School Improvement Partnership Mission, including the re-investing of funding from schools back into school improvement; and
- Is based upon robust data analysis.

Our Customer Service Promise

1. All services will be supported by an instant access online and telephone helpline available Monday to Friday 8:30am to 5pm.
2. Services will be responsive to need and agreed in discussion with RoSIS Consultant Heads to ensure a meaningful offer is developed for your school or academy.
3. There will be no limit on the number of CPD places that a school or academy subscribing to RoSIS can have.
4. The additional charges to schools and academies subscribing to RoSIS are heavily subsidised for support with the Headteacher Performance Management, NQTs and access to the Specialist Leadership Events.
5. All RoSIS staff will be professionally trained with appropriate qualifications and experience.
6. All RoSIS staff will be covered by the Local Authority's professional indemnity insurance, hold current DBS checks and have received the necessary safeguarding training.
7. Delivery will take place in the most appropriate setting for that school or academy.
8. All learning materials, guidance and training will be delivered in the context of up-to-date legislation and based upon robust data and/or good evidenced-based practice.

Our Pricing

For schools and academies who have chosen to subscribe in full to RoSIS for the period 1st September 2017 to 31st August 2018 there are no additional charges for access to the majority of CPD opportunities listed in this brochure, the exception being the Specialist Leadership events which are heavily subsidised for subscribing schools. Schools and academies that choose not to subscribe to the service can purchase specific CPD opportunities at a day delegate rate. The delegate rates are unchanged for 2017/2018: £130 per delegate for a full day course, £90 per delegate for a half day course and £60 per delegate for a twilight session.

N.B. The specialist leadership events will incur a nominal charge of £50 per delegate for subscribing schools and academies; standard delegate rate for non-subscribing schools and academies.

Please tell us that you are coming

It is essential that you reserve a place on any course you wish to attend. If you don't book a place you cannot be informed of a cancellation which might need to be made at short notice. Most courses have minimum and maximum numbers to ensure that tutors are able to deliver courses effectively, however, it is also crucial that arrangements can be confirmed with the relevant venue to book adequate refreshments, ensure suitable seating arrangements and organise sufficient course materials for participants. **An administration fee of £25 will be charged for attendance without prior booking.**

How to book

All CPD opportunities are available to view on our website <http://www.rosis.org.uk/cpd> and places can be booked by emailing rockingham.pdc@rotherham.gov.uk with your name, school, email address and the course reference. A CPD booking form is available on our website for multiple bookings.

What if I need to cancel my booking?

If you have enrolled onto a course and then find you cannot attend, please inform us as soon as possible, even on the day of the course, if necessary, by emailing rockingham.pdc@rotherham.gov.uk. Some courses do become oversubscribed and have a waiting list. By informing us that you are no longer able to attend a course, this may enable another person to attend in your place. Full course fees (£130 per day) will be applied for non-attendance or cancellation less than 10 working days prior to the course date for non-subscribing schools.

Contact

Please contact Fiona Radford, Business Manager, for all queries relating to this brochure on telephone 01709 334005 or fiona.radford@rotherham.gov.uk.

Teachers' Standards

All CPD events have been designed with consideration of the Teachers' Standards taken into account.

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils	3. Demonstrate good subject & curriculum knowledge
<ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
2. Promote good progress and outcomes by pupils	4. Plan and teach well-structured lessons
<ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study. 	<ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils	7. Manage behaviour effectively to ensure a good and safe learning environment
<ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 	<ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
6. Make accurate and productive use of assessment	8. Fulfil wider professional responsibilities
<ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	<ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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Rockingham Professional Development Centre

Rotherham School Improvement Service is delighted to be working in partnership with Rockingham Professional Development Centre



Rockingham Professional Development Centre (RPDC) was established in 1984 and was initially created to provide a training base for teachers and school staff. RPDC has developed immensely into an impressive conference and meeting centre providing the finest hospitality to support learning and inspire leadership. Rooms at the Centre are available to hire for Rotherham schools and academies but also to educational providers outside of the Borough.

Service Description

Rockingham Professional Development Centre (RPDC) provides a cost effective, efficient base for both the delivery of a central Continuous Professional Development programme and for use by schools to run their own CPD events.

We offer:

- An ideal setting for staff meetings, interviews or bespoke CPD
- Free use of equipment onsite and/or the hire of specialist equipment for use in the centre
- A comfortable break-out area
- A professional catering service
- Easy access and wheelchair friendly; Induction Loop
- Easy access from the M1, Rotherham and Sheffield
- Free parking
- Free Wi-Fi

Cost

Room hire prices inclusive of tea/coffee

- Rockingham Hall (capacity 100)
£250 per day
- Training Rooms (capacity 30)
£185 per day or £25 per hour
- Meeting Room (capacity 20)
£185 per day or £25 per hour
- Meeting Room (capacity 10)
£185 per day or £25 per hour

Delegate Rates available from £10 per person and 10% discount on room hire for subscribing schools

Contact

karen.howden@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

<https://www.rosis.org.uk/rockingham-pdc>

Primary Assessment Leader Network Meetings

Course Content

The meetings are in a sequence which needs attendance by the same person from your school at each meeting. If possible, the first meeting should include the Headteacher or Senior Leader responsible for Assessment so they are aware of the remit of the meetings and the importance of the same person attending.

Learning Outcomes

Primary Assessment Leader Network meetings where leaders have the opportunity to receive latest updates and discuss current practice. This is a forum for sharing of best and innovative practice.

Relevant Phase

KS1, KS2

Target Audience

Senior Leadership, Middle Leadership

Duration

3 x Half Day
attendance required
at all three sessions

Dates

5th October 2017
17th January 2018
23rd May 2018

Time

13:00 – 16:00
13:00 – 16:00
13:00 – 16:00

Venue

Rockingham Professional Development Centre

Evaluations

The network meeting have kept me up to date with statutory changes and working alongside likeminded professionals, the dialogue has enabled me to reflect on our school current practice and make changes to ensure we are assessing, evaluating and moderating efficiently and effectively.

Cost

Included in the fee for subscribing schools and academies;
£270 for all three sessions for non-subscribers

Contact

karen.hopkins@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

End of KS1 Statutory Assessment Training for Teachers New to Y2

Course Content

Information and guidance around end of KS1 statutory assessment arrangements for teachers who are new to Y2 under the current curriculum.

Learning Outcomes

Colleagues will have greater knowledge and understanding of the end of KS1 statutory assessment arrangements.

Relevant Phase

KS1

Target Audience

Classroom Teachers, RQTs, NQTs

Duration

1 x Full Day

Dates

6th November 2017

Time

9:15 – 15:00

Venue

Rockingham Professional Development Centre

New Course for 2017/18

Cost

Included in the fee for subscribing schools and academies;
Delegate rate applies for non-subscribers

Contact

amy.parry@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

End of KS2 Statutory Assessment Training for Teachers New to Y6

<p>Course Content Information and guidance around end of KS2 statutory assessment arrangements for teachers who are new to Y6 under the current curriculum.</p> <p>Learning Outcomes Colleagues will have greater knowledge and understanding of the end of KS2 statutory assessment arrangements.</p>		<p>New Course for 2017/18</p> <p>Cost Included in the fee for subscribing schools and academies; Delegate rate applies for non-subscribers</p> <p>Contact amy.parry@rotherham.gov.uk or fiona.radford@rotherham.gov.uk</p> <p>To Book ✉ Rockingham.PDC@rotherham.gov.uk ☎ 01709 334005</p>
<p>Relevant Phase KS2</p>	<p>Target Audience Classroom Teachers, RQTs, NQTs</p>	
<p>Duration 1 x Full Day</p>	<p>Dates 9th November 2017</p>	<p>Time 9:15 – 15:00</p>
<p>Venue Rockingham Professional Development Centre</p>		

End of KS1 Statutory Assessment Updates for Teachers with Experience of Teaching Y2 under the Current Curriculum

<p>Course Content Information and updates around the end of KS1 statutory assessment arrangements for teachers with experience of teaching Y2 under the current curriculum.</p> <p>Learning Outcomes Colleagues will have up-to-date information and guidance around the end of KS1 statutory assessment arrangements.</p>		<p>Evaluations <i>Thank you for a really good day. I have scored top marks across the board.</i></p> <p>Cost Included in the fee for subscribing schools and academies; Delegate rate applies for non-subscribers</p> <p>Contact amy.parry@rotherham.gov.uk or fiona.radford@rotherham.gov.uk</p> <p>To Book ✉ Rockingham.PDC@rotherham.gov.uk ☎ 01709 334005</p>
<p>Relevant Phase KS1</p>	<p>Target Audience Classroom Teachers, RQTs</p>	
<p>Duration 1 x Half Day</p>	<p>Dates 15th November 2017 15th November 2017</p>	<p>Time 9:15 – 12:15 13:15 – 16:00</p>
<p>(Choice of morning or afternoon)</p>		
<p>Venue Rockingham Professional Development Centre</p>		

End of KS2 Statutory Assessment Updates for Teachers with Experience of Teaching Y6 under the Current Curriculum

Course Content

Information and updates around the end of KS2 statutory assessment arrangements for teachers with experience of teaching Y6 under the current curriculum.

Learning Outcomes

Colleagues will have up-to-date information and guidance around the end of KS2 statutory assessment arrangements.

Relevant Phase

KS1

Target Audience

Classroom Teachers, RQTs

Duration

1 x Half Day

Dates

17th November 2017
17th November 2017

Time

9:15 – 12:15
13:15 – 16:00

(Choice of morning or afternoon)

Venue

Rockingham Professional Development Centre

Evaluations

I found this training extremely helpful in informing about the changes to the assessment protocols for this coming year.



Cost

Included in the fee for subscribing schools and academies;
Delegate rate applies for non-subscribers

Contact

amy.parry@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk
 01709 334005

End of KS1 Statutory Assessment Training - Central Moderation

Course Content

Delegates will be given the opportunity to engage in the process of the moderation of reading, writing and mathematics against National Standards.

Learning Outcomes

Y2 teachers will have moderated their pupils' current attainment against National Standards and considered whether the evidence base clearly supports this.

Relevant Phase

KS1

Target Audience

Classroom Teachers, RQTs, NQTs

Duration

2 x Twilight

Dates

8th January 2018
10th April 2018

Time

16:00 – 18:00
16:00 – 18:00

Venue

Rockingham Professional Development Centre

Evaluations

The statutory assessment session was very informative. Amy and George succinctly and clearly clarified the STA documentation. This was particularly useful for guidance around independent writing and ideas for evidencing ITAF statements in maths.



Cost

Included in the fee for subscribing schools and academies;
Delegate rate applies for non-subscribers

Contact

amy.parry@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk
 01709 334005

End of KS2 Assessment Training - Central Moderation

Course Content

Delegates will be given the opportunity to engage in the process of the moderation of writing against National Standards.

Learning Outcomes

Y6 teachers will have moderated their pupils' current attainment against National Standards and considered whether the evidence base clearly supports this.

Relevant Phase

KS1

Target Audience

Classroom Teachers, RQTs, NQTs

Duration

2 x Twilight

Dates

18th January 2018

11th April 2018

Time

16:00 – 18:00

16:00 – 18:00

Venue

Rockingham Professional Development Centre

Evaluations

We valued the opportunity work alongside colleagues from other schools and validate out judgements. We also had the opportunity to share best practice and plan next steps for our teaching.

Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers


Contact

amy.parry@rotherham.gov.uk or

fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

Statutory EYFS Profile Moderation Training

Course Content

The EYFS profile is the statutory assessment that must be completed at the end of the Foundation Stage. All children in the F2/Reception year will need to have a profile completed in June 2018. This event will focus on accurate assessment and moderation of the identified area of learning judgements. The sessions will include an opportunity to explore the national exemplification materials for these early learning goals, and agreement trialling. In addition, any new information/updates in relation to EYFS profile statutory assessment will be shared.

Learning Outcomes

EYFS teachers will be familiar with the national exemplification materials for the identified area of learning early learning goals, and will be confident to make accurate assessment judgements when completing the EYFS profile.

Relevant Phase

Foundation

Target Audience

Classroom Teachers, RQTs, NQTs,
Support Staff Teaching and Learning

Duration

1 x Half Day

Area of Learning Focus 1

These are repeated sessions

1 x Half Day

Area of Learning Focus 2

These are repeated sessions

Dates

31st January 2018

1st February 2018

16th April 2018

17th April 2018

Time

13:15 – 16:00

13:15 – 16:00

13:15 – 16:00

13:15 – 16:00

Venue

Rockingham Professional Development Centre

Evaluations

Very informative in a helpful and friendly way. As someone new to EYFS it felt supportive and helped answer questions about the profile.

Informative and really beneficial. I found all the activities useful and the opportunity to speak with other practitioners is invaluable.

The course was well delivered and helped to clarify misconceptions and misunderstandings that I had.

Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

Contact

fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

Administering the Phonics Screening Check for Teachers New to the Process

Course Content

Colleagues will receive training and advice on the administration and marking of the Y1 phonics screening check as well its assessment and reporting arrangements.

Please note that this is a repeat of last year's training and is aimed at those administering the screen for the first time either as a Y1 or Y2 teacher.

Learning Outcomes

Colleagues will have a greater knowledge and understanding of the administration and statutory requirements of the Phonics Screening Check.

Relevant Phase

KS1

Target Audience

Teachers, RQTs, NQTs

Duration

1 x Half Day

Dates

27th April 2018

Time

13:15 – 16:00

Venue

Rockingham Professional Development Centre

Evaluations

Very useful session. Provided clarity around statutory requirements and enabled me to ask everything I wanted to know.

I have taken away quick fix ideas alongside ideas for the longer term.

Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

Contact

amy.parry@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

Appraisal / Performance Management Training for Teachers and Support Staff

Course Content

Appraisal, or performance management, is a key process in schools and increasingly applies to both teachers and to support staff. An Ofsted inspection of schools will typically consider the effectiveness of performance management systems in driving up standards, and in informing decisions on pay progression. Having an effective appraisal system, and skilled and knowledgeable staff appraisers is, therefore, vital.

This half-day course is aimed at either teachers or support staff who are taking on some responsibility for staff appraisal – either as an appraiser, or coordinating appraisal across school. It offers either an introduction, or a 'refresher', to the key policies, processes, paperwork, and skills involved in staff appraisal. The course will consider the key elements of each stage of the appraisal process – setting objectives, monitoring progress, and review. Links will be made to the key professional standards for teachers and support staff and how they can be used to assess performance fairly and objectively.

As part of the course, we will also consider how appraisal links to pay progression for both teachers and support staff, and the process of making a pay recommendation as part of appraisal.

Learning Outcomes

Participants will be made familiar with:

- The broader national framework for appraisal including current professional standards.
- Model policy and guidance for schools from RoSIS.
- Practical approaches to conducting appraisal - setting objectives, monitoring, and review.
- Key skills for appraisal.
- Typical paperwork for the appraisal report.
- Links between appraisal and pay, in particular making a pay recommendation.

Relevant Phase

Foundation, KS1-5

Target Audience

Senior Leadership, Middle Leadership,
Support Staff Teaching and Learning

Duration

2 x Half Day

Dates

21st September 2017
4th July 2018

Time

13:30 – 16:00
13:30 – 16:00

Venue

Rockingham Professional Development Centre

New Course for 2017/18

Cost


Included in the fee for subscribing schools and academies;
Delegate rate applies for non-subscribers

Contact

andrew.bull@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

Maths for the Early Years - A Mastery Approach

Course Content

Running alongside the Roadmap to Mastery Programme for South Yorkshire Primary Schools, this programme aims to develop a 'Teaching for Mastery' approach to maths in the Early Years. Developed from approaches used in south-east Asia, mastery aims to provide success in maths for all children through deepening the child's understanding of mathematical concepts. The programme will develop understanding of maths concepts in the Number and Shape, Space and Measure areas of learning. It will explore the common misconceptions that children can develop, as well as strategies to prevent and overcome these misconceptions.

This is a programme with gap tasks to complete between sessions.

Participants should attend all three sessions.

Learning Outcomes

- Improved understanding of maths and how children learn maths.
- Confidence developed in maths for adults working with children in the early years.
- Improved awareness of how misconceptions may arise and how to deal with them.

Relevant Phase

Foundation

Target Audience

Senior Leadership, Middle Leadership, Classroom Teachers, RQTs, NQTs, Support Staff Teaching and Learning

Duration

3 x Half Day

Dates

28th September 2017

Time

13:15 – 16:00

Attendance required 19th October 2017 13:15 – 16:00

at all three sessions 16th November 2017 13:15 – 16:00

Venue

Rockingham Professional Development Centre and Meadow View Primary School

Evaluations

An excellent course. Lots to think about. Looking forward to going back to school and putting the next steps in place.

Brilliant insight. Very inspiring as always. Superb subject knowledge. Lovely manner and very helpful.

Hugely informative, as always, with many ideas to try and to implement both in the classroom and whole school.

Cost

Included in the fee for subscribing schools and academies;
£270 for the full programme for non-subscribers

Contact

georgina.brown@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

New to the EYFS

Course Content

Introduction to the EYFS Statutory Framework and Development Matters. What does a good early years learning environment look like and feel like. The importance of learning through purposeful play in the early years. Planning for purposeful learning through an effective observation, assessment and planning cycle. The importance of adult child interactions to facilitate, develop and extend children's learning, especially Communication and Language Development. An overview of formative and summative assessment to both inform next steps in teaching and learning and to track children's progress over time. Understanding what 'typical development' looks like for children in the EYFS, and strategies to start to close gaps where children are not at typical development.

There will be two tasks to complete between the training days, and an opportunity for a follow up visit to school after the course has finished for further bespoke support.

Participants should attend all three sessions.

Learning Outcomes

- Good level of understanding of the EYFS statutory framework and Development Matters/Early Years Outcomes.
- Knowledge of how to plan and teach effectively in the early years to enable children to make good progress.
- Understanding of how to utilise formative and summative assessments to maximise progress and close attainment gaps.

Relevant Phase

Foundation

Target Audience

Classroom Teachers, RQTs, NQTs

Duration

3 x Full Day
attendance required
at all three sessions

Dates

29th September 2017
13th October 2017
27th October 2017

Time

9:15 – 15:15
9:15 – 15:15
9:15 – 15:15

Venue

Rockingham Professional Development Centre

Evaluations

I have thoroughly enjoyed all 3 sessions. They have been very useful and informative. I have enjoyed listening to the different ideas and approaches that make a foundation stage, and knowing that although they are all different, we are doing the same things. I have loved the emphasis on learning through play, as a child-initiated approach is what we promote at our school. I will take away lots of ideas and resources, as well as the knowledge of what we are doing and how we are doing this is the best for the children. Great course!

Really valuable, thought provoking and enjoyable training. Liked the mix of practical, theory with added gap tasks that supported reflecting on our practice but in a comfortable, non-threatening way.

Cost

Included in the fee for subscribing schools and academies;
£360 for the full programme for non-subscribers

Contact

fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

Being an Effective Teaching Assistant in the EYFS

Course Content

Develop knowledge and understanding of the EYFS statutory framework and Development Matters. Explore the importance of learning through play and the role of the adult in engaging in children's play to support learning and development, especially Communication and Language Development. Reflect on the importance of adult child interactions to facilitate, develop and extend children's learning. Explore the important role of observational assessment in the FS and how Teaching Assistants can contribute to this. Consider the importance of the learning environment in supporting and extending children's learning and development.

Learning Outcomes

- Good understanding of the EYFS Statutory Framework and Development Matters.
- Knowledge of how to effectively engage in children's play to facilitate, develop and extend learning and development.
- Knowledge of effective strategies to interact with children to support their Communication and Language Development.
- Ability to contribute to observational assessments.
- Ability to contribute to the development of an effective learning environment.

Relevant Phase

Foundation

Target Audience

Support Staff Teaching and Learning

Duration

1 x Full Day

Dates

6th October 2017

Time

9:15 – 15:15

Venue

Rockingham Professional Development Centre

Evaluations

Most worthwhile course I've done so far. I have learnt new skills and facts, whilst improving knowledge and skillset I already have. Group work was useful and helped to break up the information heavy content. Delivery of the course was engaging and inspiring.

I am new to being a TA and so have found this invaluable. Good balance between theory and activities/group work. Really enjoyed the day and found it useful.

Cost

Included in the fee for subscribing schools and academies;
Delegate rate applies for non-subscribers

Contact

fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

Termly EYFS Leaders Network

Course Content

A range of updates in relation to national and local EYFS developments will be shared. This could include any relevant Ofsted and DfE updates, as well as good practice examples and new documentation relating to the EYFS.

Learning Outcomes

Up to date with key local and national messages relating to EYFS practice and expectations.

Relevant Phase

Foundation

Target Audience

Senior Leadership, Middle Leadership,
Classroom Teachers

Duration

3 x Half Day

attendance required
at all three sessions

Dates

20th November 2017

12th March 2018

2nd July 2018

Time

13:15 – 16:00

13:15 – 16:00

13:15 – 16:00

Venue

Rockingham Professional Development Centre

Evaluations

Excellent, very useful and informative. I can now use the information gathered to develop an action plan and work on key issues at school. Provided a good opportunity to reflect.

Cost


Included in the fee for subscribing schools and academies;
£270 for all three sessions for non-subscribers

Contact

fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

EYFS, Understanding the World

Exploring Science Within the EYFS Curriculum

Course Content

Science provides a context through which active play-based learning activities can develop children's skills, knowledge and understanding of their world. You will explore ideas to develop practical science that can be used with young children to develop a range of scientific skills and explore the opportunities these activities offer to promote children's social, thinking and creative skills as they work in small groups in an engaging way. These opportunities will link to the Understanding the World area of learning and the Characteristics of Effective Learning.

Learning Outcomes

- Demonstrate the value of purposeful play to develop children's skills through scientific exploration
- Implement a range of ideas and activates to enhance children's early science experiences

Relevant Phase

Foundation

Target Audience

Middle Leadership, Classroom Teachers, RQTs, NQTS

Duration

1 x Full Day

Dates

8th February 2018

Time

9:15 –15:30

Venue

Rockingham Professional Development Centre

Evaluations

Very informative and well presented. There course was very 'hands on' with lots of examples on how science can be delivered in the EYFS curriculum. The resources, materials and ideas were fabulous and were manageable and achievable in any EYFS setting and could be adapted to fit with your current learning. Many of the ideas would create 'awe and wonder' and develop scientific skills in the children. Thank you, a very valuable day!

Cost

Included in the fee for subscribing schools and academies;


Delegate rate applies for non-subscribers

Contact

vicki.margrave@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

Leadership Events and Headteacher Meetings

Each term RoSIS will organise a leadership event for senior leaders from all schools and academies. These events will all be led by presenters with a national reputation for leadership development and school improvement.

Autumn Term Event

Thursday 23rd November in association with the Kyra Research School. Keynotes from:
Professor Steve Higgins
Professor of Education at Durham University and one of the authors of the Sutton Trust/EEF Teaching and Learning Toolkit

Alex Quigley

Director of Research School, Huntington School, York
Workshops covering: Effective Use of Teaching Assistants; Metacognition; Marking and Feedback; Peer Tutoring

Spring Term Event

Thursday 8th March in association with Chris Quigley Education.

Chris will return to Rotherham to deliver his new course – Continuous Provision in Years 1-6. This course will advance KS1 & KS2 teachers' and leaders' understanding of how continuous provision can be used to improve pupils depth of understanding in all areas of the curriculum.

Summer Term Event

Tuesday 19th June in association with Focus Education. We are pleased to welcome back Clive Davies OBE who will share his work on developing metacognition and how leaders can develop this aspect of pedagogy.

Cost

£50 per delegate for subscribing schools and academies
£130 per delegate for non-subscribing schools and academies

Dates

Joint Headteachers' meeting from 8.30 to 11.00 am.
Thursday 28th September 2017

Primary Headteachers' meeting from 8.30am to 12noon.
Thursday 16th November 2017
Thursday 22nd February 2018
Thursday 14th June 2018

Secondary Headteachers' meeting dates to be confirmed.

Special/PRU Headteachers' meetings from 8.00 to 11am.
Wednesday 18th October 2017
Wednesday 6th December 2017
Wednesday 21st February 2018
Wednesday 11th April 2018
Wednesday 23rd May 2018
Wednesday 27th June 2018

Cost

There is no charge for attendance at the headteacher meetings and they are open to all schools and academies within Rotherham, regardless of subscription status.

Contact

del.rew@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

Teachers New to the Role of English, Maths or Science Subject Leader

Course Content

Good subject leadership has a positive impact on the quality of teaching and learning in primary schools. This session will support colleagues who are new to the role of subject leader to develop the relevant knowledge, understanding and skills to enable them to effectively lead an identified area of the curriculum.

Learning Outcomes

- Have knowledge and understanding of how to effectively and strategically lead a specific subject / curriculum area across all primary phases.
- Increased confidence and appropriate skills to support, challenge and professionally develop other colleagues within the curriculum area for which you have responsibility.

Relevant Phase

Foundation, KS1-2

Target Audience

Middle Leadership

Duration

1 x Full Day

Dates

3rd October 2017

Time

9:15 –15:00

Venue

Rockingham Professional Development Centre

New Course for 2017/18

Cost

Included in the fee for subscribing schools and academies;
Delegate rate applies for non-subscribers

Contact

amy.parry@rotherham.gov.uk
vicki.margrave@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

New to Primary Subject Leadership (foundation subjects)

Course Content

Good subject leadership has a positive impact on the quality of teaching and learning in primary schools. The day will support colleagues who are new to the role of subject leader to develop the relevant knowledge, understanding and skills to enable them to effectively lead an identified area of the curriculum. The day will provide specific training inputs to support delegates in developing their new role in school. There will be opportunities to hear from experienced subject leaders and share best practice.

Learning Outcomes

- Have knowledge and understanding of how to effectively strategically lead a specific subject/curriculum area across all primary phases.
- Effectively lead change in an identified subject / curriculum area across your school.
- Increased confidence and appropriate skills to support and professionally develop other colleagues within the curriculum area you have responsibility for.

Relevant Phase

Foundation, KS1-2

Target Audience

Middle Leadership, Classroom Teachers, RQTs

Duration

1 x Full Day

Dates

23rd October 2017

Time

9:15 – 15:00

Venue

Rockingham Professional Development Centre

New Course for 2017/18

Cost

Included in the fee for subscribing schools and academies;
Delegate rate applies for non-subscribers

Contact

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fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

The Teaching, Learning and Use of Standard English, Grammar and Punctuation for Support Staff

Course Content

- Training will provide an overview of effective teaching and learning in these areas. Participants will develop pedagogy, subject knowledge, and be given time to practise and discuss the skills required to meet the needs of the current curriculum.
- The use of Standard English for both adults and children will be covered with a focus on why this is important and how it provides the 'backbone' of the English Curriculum. Its link to success in writing and the 'GPS' tests at KS1 and KS2 will also be demonstrated.
- Training will focus on the subject knowledge needed to teach and apply punctuation and grammar effectively. A range of practical activities will also be shared.

This is a repeat of last year's training.

Learning Outcomes

Increased knowledge of the teaching, learning and use of Standard English, grammar and punctuation and their place in the new curriculum and statutory testing.

Relevant Phase

KS1, KS2

Target Audience

Support Staff

Duration

1 x Half Day

Dates

21st September 2017

Time

9:30 – 14:30

Venue

Rockingham Professional Development Centre

Evaluations

Excellent subject knowledge with a clear outline of age expectations. Lots of ideas on how to make grammar fun for the children. A good mix of activities. Useful training.

A really valuable and informative day of training. I am looking forward to using my deeper knowledge in school.

I enjoyed today's course and found it very informative. It was delivered clearly and in a friendly manner. I would like to attend any other course of this nature.

Cost

Included in the fee for subscribing schools and academies;


Delegate rate applies for non-subscribers

Contact

amy.parry@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

Primary Literacy Subject Leaders Network Meetings

Course Content

Updates and sharing of current best practice.

Learning Outcomes

Literacy Subject Leaders will have the opportunity to receive latest updates and discuss current practice. Best and innovative practice will be shared.

Relevant Phase Target Audience

Foundation, KS1, KS2 Middle Leadership

Duration	Dates	Time
3 x Half Day	22 nd November 2017	13:15 – 16:00
attendance required	23 rd February 2018	13:15 – 16:00
at all three sessions	6 th July 2018	13:15 – 16:00

Venue

Rockingham Professional Development Centre

Contact

amy.parry@rotherham.gov.uk
fiona.radford@rotherham.gov.uk

Evaluation

Loved yesterday's meeting - came away with lots of ideas.

I have delivered the reading staff meeting that you shared with us and can already see the impact!

Really useful – can't wait to share the grammar resources at our next staff meeting.

Great to hear from other subject leaders. Am definitely going to visit and see her in action.

Cost

Included in the fee for subscribing schools and academies;
 £270 for all three sessions for non-subscribers

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

The Teaching and Learning of Reading for Support Staff

Course Content

- Training will provide an overview of effective teaching and learning in this area. Participants will develop pedagogy, subject knowledge, and be given time to practise and discuss the skills required to meet the needs of the current curriculum.
- Training will focus on the teaching of reading based on the 'Simple View of Reading' and the Content Domains. A range of approaches and practical ideas will be shared.

Learning Outcomes

- Increased knowledge of the teaching and learning of reading and its place in the curriculum and statutory testing regime.

Relevant Phase Target Audience

KS1, KS2 Support Staff

Duration	Dates	Time
1 x Full Day	1 st December 2017	9:30 – 14:30

Venue

Rockingham Professional Development Centre

New Course for 2017/18

Cost

Included in the fee for subscribing schools and academies;
 Delegate rate applies for non-subscribers

Contact

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To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

Roadmap to Mastery Programme

Course Content

What is Teaching for Mastery? A mastery approach to the teaching and learning of maths means all children develop a long term, secure and adaptable understanding of the subject. In a nutshell, mastery means 'securing understanding' so next steps in learning always build on solid foundations and children make connections between different strands. Teaching for Mastery encompasses all the aims of the 2014 Maths Curriculum.

Mastery of maths, which should build step by step as a child goes through school, is a tool for life. Mastery is not a quick fix solution but is a sustainable, whole school approach to developing a curriculum that secures children's skills, knowledge and understanding in each year group through carefully designed sequences of lessons rich in models and images, mathematical language and reasoning. Every teacher gains a clear understanding of the maths that pupils must master (secure) before they move to the next year group. Challenge for children who grasp concepts quickly is achieved by going into greater depth within topics rather than acceleration to content in the next year group.

The mastery programme begins with a session for Maths Leads and a member of SLT at Rockingham Professional Development Centre, Tuesday 4th July from 3:00 to 4:30pm. The session will provide an overview of Teaching for Mastery principles and explore implications for Senior Leadership Teams.

Learning Outcomes

How can we develop a mastery approach? RoSIS in collaboration with the South Yorkshire Maths Hub and the NCETM would like to invite you to join us on a journey to developing a mastery approach to maths through the 'roadmap to mastery' programme. The roadmap programme enables, equips and supports maths subject leads to introduce and develop a mastery approach in their school through a series of CPD sessions. Colleagues will be signposted to quality resources to support Teaching for Mastery but will also be encouraged to enhance, develop and share their own resources and ideas with others delegates.

Relevant Phase Target Audience

KS1, KS2 Senior Leadership, Middle Leadership

Duration	Dates	Time
1 x Half Day plus	4 th July 2017	15:00 – 16:30
4 x Full Days	20 th September 2017	9:15 – 15:30
attendance required	7 th November 2017	9:15 – 15:30
at all five sessions	16 th January 2018	9:15 – 15:30
	14 th March 2018	9:15 – 15:30

Venue

Rockingham Professional Development Centre

Evaluations

An excellent course on misconceptions and the overall approach to mastery. I appreciated the practical activities and resources. These gave me lots of ideas to take back into school. It has made me evaluate our short and long term plans.

I find your style of delivery very beneficial. It's very rare that we get the time to discuss maths with other passionate people. This session was great! Very practical, lots of time to collaborate and talk through ideas. I'm so glad I'm on this course.

A very interesting and thought provoking day – looking forward to sharing with staff. Thanks!

Cost

Included in the fee for subscribing schools and academies;
£540 for the full programme for non-subscribers

Contact

georgina.brown@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

RoSIS is delighted to be working in partnership with the South Yorkshire Maths Hub and the NCETM



Bar Modelling for Year 6 Teachers

Course Content

Bar Modelling is an effective strategy which is used to support children to visualise mathematical concepts and solve problems. It is a model which equips children with a powerful tool to help them represent a problem and can be used across many areas of the maths curriculum. The course will take teachers through the method step by step in a wide range of topics including fractions, ratio and algebra. Participants will be able to implement ideas from the training immediately and help children in preparation for the end of key stage assessments and the reasoning test papers in particular. The course is aimed at Y6 teachers and their colleagues who will be working with Y6 children in supporting their mathematical learning.

Learning Outcomes

- Gain an insight into how the structure of the bar model can support children's understanding of problems.
- Knowledge of how the bar model can be introduced and its progression through mathematical concepts.
- An exploration in the use of bar modelling across a range of strands and question types, with a particular focus on end of KS2 reasoning papers.

Relevant Phase

KS2

Target Audience

Middle Leadership, Classroom Teachers, RQTs, Support Staff Teaching and Learning

Duration

1 x Full Day

Dates

26th September 2017

Time

9:15 – 15:30

Venue

Rockingham Professional Development Centre

New Course for 2017/18

Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

Contact

ruth.sampson@rotherham.gov.uk or

fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

Roadmap for Mastery – Phase 2

The 5 Big Ideas

Course Content

This course follows on from the Roadmap to Mastery Programme. It is aimed at Maths Subject Leads who have already accessed the Roadmap to Teaching for Mastery Programme in 2015/16. The training is directly underpinned by the latest content from National Teaching for Mastery training led by Debbie Morgan and the South Yorkshire Maths Hub.

Each session will explore the 5 Big Ideas of Teaching for Mastery in detail. The CPD continues to be practical and will equip delegates to develop teaching for mastery within their own classrooms and beyond.

Learning Outcomes

- Deepen knowledge and understanding of Teaching for Mastery strategies through exploration of the 5 Big Ideas:
 - Fluency
 - Structure and representation
 - Variation (conceptual and procedural)
 - Reasoning
 - Coherence
- Explore a range of models for developing Teaching for Mastery approaches through school.
- Share best practice with colleagues and network with other maths leads.

Relevant Phase

KS1, KS2

Target Audience

Middle Leadership

Duration

4 x Half Day

Dates

4th October 2017

Time

13:00 – 16:00

attendance required

21st November 2017

13:00 – 16:00

at all four sessions

24th January 2018

13:00 – 16:00

20th March 2018

13:00 – 16:00

Venue

Rockingham Professional Development Centre

New Course for 2017/18

Cost

Included in the fee for subscribing schools and academies;
£360 for the full programme for non-subscribers

Contact

georgina.brown@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

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01709 334005

RoSIS is delighted to be working in partnership with the South Yorkshire Maths Hub and the NCETM



Improving Children's Fluency in Mental Arithmetic

Year 4, Year 5 and Year 6

Course Content

Children's fluency in number and calculation is one of the 3 aims of the maths curriculum and forms a key part of end of Key Stage One and Key Stage Two assessment. This course will emphasise the importance of developing children's fluency with number. The sessions will explore teaching strategies to build children's confidence, flexibility and speed when calculating. A range of practical resources will be used throughout to promote children's engagement and encourage flexible thinking.

Learning Outcomes

- Know how to support children who have an over-reliance on counting strategies.
- Raise awareness of progression in mental arithmetic from Year 4 to Year 6.
- Increase the number of mental strategies children know and use.
- Know strategies to increase children's speed when calculating.
- Understand how to move children to more efficient mental strategies.
- Explore ways to capture evidence of children's mental strategies.

Relevant Phase

KS2

Target Audience

Classroom Teachers, Support Staff
Teaching and Learning

Duration

2 x Full Days
attendance at both

Dates

10th October 2017
13th November 2017

Time

9:15 – 15:30
9:15 – 15:30

Venue

Rockingham Professional Development Centre

New Course for 2017/18

Cost

Included in the fee for subscribing schools and academies;
£240 for the full programme for non-subscribers

Contact

ruth.sampson@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

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Improving Children's Fluency in Mental Arithmetic Year 1, Year 2 and Year 3

Course Content

Children's fluency in number and calculation is one of the 3 aims of the maths curriculum and forms a key part of end of Key Stage One and Key Stage Two assessment. This course will emphasise the importance of developing children's fluency with number. The sessions will explore teaching strategies to build children's confidence, flexibility and speed when calculating. A range of practical resources will be used throughout to promote children's engagement and encourage flexible thinking.

Learning Outcomes

- Know how to support children who have an over-reliance on counting strategies.
- Raise awareness of progression in mental arithmetic from Year 4 to Year 6.
- Increase the number of mental strategies children know and use.
- Know strategies to increase children's speed when calculating.
- Understand how to move children to more efficient mental strategies.
- Explore ways to capture evidence of children's mental strategies.

Relevant Phase

Other

Target Audience

Classroom Teachers, Support Staff
Teaching and Learning

Duration

2 x Full Day
attendance at both

Dates

11th October 2017
14th November 2017

Time

9:15 – 15:30
9:15 – 15:30

Venue

Rockingham Professional Development Centre

New Course for 2017/18

Cost

Included in the fee for subscribing schools and academies;
£240 for the full programme for non-subscribers

Contact

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fiona.radford@rotherham.gov.uk

To Book

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01709 334005

Maths Workshops

Course Content

Each maths workshop will explore how the use of concrete and pictorial representations can deepen children's conceptual understanding. Key strands in the maths curriculum will be used as a vehicle for exploring teaching methods that ensure procedures are underpinned by understanding. One of the sessions will, for example, look at concrete and pictorial resources to teach addition and subtraction of fractions. Delegates will be encouraged to unpick ideas in order to better understand the curriculum and key concepts underpinning understanding. The workshops are not aimed at particular year groups or key stages as delegates will engage in professional dialogue around a particular strand in mathematics and effective use of representations. Key principles will be applicable to all year groups and all strands.

Session 1 – Multiplication

Session 2 – Division

Session 3 – Fractions

Session 4 – Algebra

Session 5 – Volume

Learning Outcomes

- Enhance subject knowledge
- Understand how a concrete, pictorial, abstract (CPA) approach can help children understand maths
- Better understand progression in topics
- Know key concepts in topics
- Raise awareness of current mathematical ideas

Relevant Phase

KS1, KS2

Target Audience

Middle Leadership, Classroom Teachers, RQTs, NQTs

Duration

5 x Half Days

Dates

16th October 2017

8th November 2017

11th January 2018

5th February 2018

26th February 2018

Time

13:00 – 15:30

13:00 – 15:30

13:00 – 15:30

13:00 – 15:30

13:00 – 15:30

Venue

Rockingham Professional Development Centre

New Course for 2017/18

Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

Contact

georgina.brown@rotherham.gov.uk or

fiona.radford@rotherham.gov.uk

To Book

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01709 334005

Maths Subject Lead Network Meetings

Course Content

Maths Subject Lead Network Meetings will provide delegates with local and national updates as well as the opportunity to share best practice with colleagues. As the new curriculum becomes more embedded across schools, the focus for this academic year will shift to exploring the role of maths leads and expectations. Each meeting will have a key line of enquiry which will be sent out to prior to the session. The lines of enquiry will be based on local intelligence or national priorities and may focus on issues such as marking and feedback or evidencing progress.

Learning Outcomes

- Share best practice.
- Explore effective leadership in mathematics.
- Reflect on current practice and identify next steps.
- Raise awareness of current information and thinking in leadership of mathematics.

Relevant Phase

KS1, KS2

Target Audience

Middle Leadership

Duration

2 x Half Days
attendance at both

Dates

19th October 2017
5th March 2018

Time

9:00 – 12:00
13:00 – 15:30

Venue

Rockingham Professional Development Centre

Evaluations

Lots of practical, engaging activities to take back to school. Good balance of input, group conversations, activities and useful updates.

Great ideas as always. It's always good to get updates too! Lots of ideas to take back to class and then share throughout school.

Cost

Included in the fee for subscribing schools and academies;
£180 for the full programme for non-subscribers

Contact

ruth.sampson@rotherham.gov.uk or
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fiona.radford@rotherham.gov.uk

To Book

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01709 334005

An Introduction to Bar Modelling

Year 4 and Year 5

Course Content

Bar Modelling is a helpful strategy which is used to support children to visualise mathematical concepts and solve problems. It is a model which equips children with a powerful tool to help them represent a problem and can be used across many areas of the maths curriculum. The course will take teachers through this method step by step, moving from the concrete to the pictorial bar model in different topics, including the four operations and fractions. Participants will be able to see the progression from the early stages of this approach through to upper KS2.

The course is aimed at Year 4 and Year 5 teachers and their colleagues who will be working with children to support their mathematical learning.

Learning Outcomes

- Gain an insight into how the structure of the bar model can support children's understanding of problems.
- Knowledge of how the bar model can be introduced and its progression through mathematical concepts.
- An exploration in the use of bar modelling across a range of areas of maths and question types.
- Understanding of how to move children from the concrete bar to the pictorial bar and finally to the abstract.

Relevant Phase

KS2

Target Audience

Middle Leadership, Classroom Teachers, RQTs, NQTs, Support Staff Teaching and Learning

Duration

2 x Half Days
attendance at both

Dates

24th October 2017
30th January 2018

Time

13:15 – 15:30
13:15 – 15:30

Venue

Rockingham Professional Development Centre

New Course for 2017/18

Cost

Included in the fee for subscribing schools and academies;
£180 for the full programme for non-subscribers

Contact

ruth.sampson@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

An Introduction to Bar Modelling

Year 1, Year 2 and Year 3

Course Content

Bar Modelling is a helpful strategy which is used to support children to visualise mathematical concepts and solve problems. It is a model which equips children with a powerful tool to help them represent a problem and can be used across many areas of the maths curriculum. The course will take teachers through this method step by step, moving from the concrete to the pictorial bar model in different topics, including the four operations and fractions. Participants will be able to see the progression from the early stages of this approach through to lower KS2.

The course is aimed at Year 1, Year 2 and Year 3 teachers and their colleagues who will be working with children to support their mathematical learning.

Learning Outcomes

- Gain an insight into how the structure of the bar model can support children's understanding of problems.
- Knowledge of how the bar model can be introduced and its progression through mathematical concepts in areas such as subtraction.
- An exploration in the use of bar modelling across a range of areas of maths and question types.
- Understanding of how to move children from the concrete bar to the pictorial bar and finally to the abstract bar.

Relevant Phase

KS1, KS2

Target Audience

Middle Leadership, Classroom Teachers, RQTs, NQTs, Support Staff Teaching and Learning

Duration

2 x Half Days
attendance at both

Dates

25th October 2017
29th January 2018

Time

13:15 – 15:30
13:15 – 15:30

Venue

Rockingham Professional Development Centre

New Course for 2017/18

Cost


Included in the fee for subscribing schools and academies;
£180 for the full programme for non-subscribers

Contact

ruth.sampson@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

NQT Induction – Welcome Event (1)

for Primary, Secondary and Special NQTs

from Clifton, Rawmarsh, St. Pius, Swinton, Thrybergh, Wingfield, Winterhill and Wath

Course Content

This event is organised by Rotherham Local Authority as the Appropriate Body responsible for all NQTs in Rotherham schools and academies who schools have chosen Rotherham as the Appropriate Body. NQTs are strongly recommended to attend.

The event will include:

- A welcome from the Appropriate Body and introduction to key staff with responsibility for NQT Induction.
- An overview of the key statutory elements of induction, including key timescales and the respective roles of schools and the Appropriate Body.
- An overview of both the 'rights' and 'responsibilities' of NQTs, requirements for the successful completion of induction, and procedures followed where issues arise.
- The opportunity to meet other NQTs from across the borough.
- The opportunity to meet representatives of teacher trades unions.

Learning Outcomes

NQTs will become familiar with key elements of the statutory process of induction – including the respective roles of schools and the Appropriate Body. They will be made aware of their rights as NQTs, and also their responsibilities including the requirements to successfully complete induction. NQTs will be made aware of the processes followed where issues or concerns arise, and who to contact within the Appropriate Body. NQTs will be introduced to representatives of the local teacher trades unions, and given any details they wish about enrolment and contacts.

Relevant Phase

Foundation, KS1-4

Target Audience

NQTs

Duration

1 x Twilight

Dates

12th September 2017

Time

16:15 – 17:30

Venue

Rockingham Professional Development Centre

Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

Contact

vicki.margrave@rotherham.gov.uk

andrew.bull@rotherham.gov.uk or

fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

NQT Induction – Welcome Event (2)

for Primary, Secondary and Special NQTs

from Aston, Brinsworth, Dinnington, St. Bernard's, Maltby, Oakwood, Wickersley and Wales

Course Content

This event is organised by Rotherham Local Authority as the Appropriate Body responsible for all NQTs in Rotherham schools and academies who schools have chosen Rotherham as the Appropriate Body. NQTs are strongly recommended to attend.

The event will include:

- A welcome from the Appropriate Body and introduction to key staff with responsibility for NQT Induction.
- An overview of the key statutory elements of induction, including key timescales and the respective roles of schools and the Appropriate Body.
- An overview of both the 'rights' and 'responsibilities' of NQTs, requirements, requirements for the successful completion of induction, and procedures followed where issues arise.
- The opportunity to meet other NQTs from across the borough.
- The opportunity to meet representatives of teacher trades unions.

Learning Outcomes

NQTs will become familiar with key elements of the statutory process of induction – including the respective roles of schools and the Appropriate Body. They will be made aware of their rights as NQTs, and also their responsibilities including the requirements to successfully complete induction. NQTs will be made aware of the processes followed where issues or concerns arise, and who to contact within the Appropriate Body. NQTs will be introduced to representatives of the local teacher trades unions, and given any details they wish about enrolment and contacts.

Relevant Phase

Foundation, KS1-5

Target Audience

NQTs

Duration

1 x Twilight

Dates

13th September 2017

Time

16:15 – 17:30

Venue

Rockingham Professional Development Centre

Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

Contact

vicki.margrave@rotherham.gov.uk

andrew.bull@rotherham.gov.uk or

fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

NQT Induction Tutor Training

Training for NQT Induction Tutors and Mentors

Course Content

This half-day course is aimed primarily at NQT Induction tutors or mentors who are new to role, but those with experience of this role, but who have not attended training or supervised NQT Induction for some time, will also benefit from attending to update and refresh their knowledge.

The course has three principal objectives:

- To familiarise participants with the statutory requirements of NQT induction
- To share good practice in mentoring NQTs
- To consider the professional learning needs of NQTs and how these can be met

Learning Outcomes

- Statutory requirements of induction. Participants will be introduced to the both national and local guidance materials for induction. They will be familiarised with the requirements around registering an NQT, and with the required cycle of monitoring and reporting process over the year. 'Difficult scenarios' will be explained. Good practice exemplars for documentation will be shared.
- Good practice in mentoring. Participants will consider good practice in observing and feeding back on lessons, producing action plans, and conducting progress review meetings. Good practice around evidence collection and the use of the Teachers' Standards will be explored. Essential preparation for termly and final assessments will be explained, including the requirements around performance related pay progression for NQTs.
- Progression learning needs. Participants will consider how NQTs' training needs can best be met through school-based and external learning opportunities, and how these should be linked to action plans.

Relevant Phase

Foundation, KS1-5

Target Audience

Senior Leadership, Middle Leadership, Classroom Teachers, Induction Tutors and Mentors

Duration

2 x Half Day

Dates

19th September 2017

10th July 2018

Time

13:30 – 16:00

13:30 – 16:00

Venue

Rockingham Professional Development Centre

Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

Contact

vicki.margrave@rotherham.gov.uk

andrew.bull@rotherham.gov.uk or

fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

NQT Induction

Briefing for Headteachers and Senior Leaders

Course Content

This one hour twilight briefing is intended for headteachers or senior leaders in school who will have whole-school oversight of the NQT induction process. The focus of the briefing will be to refresh and update familiarity with the requirements of induction, including any national and local changes for 2017/18.

NB – A fuller half-day training for induction tutors and mentors is offered, which includes the elements of this briefing plus a more detailed consideration of good practice in working one-to-one with NQTs. A second linked half-day session then focuses on monitoring and reporting NQT process including the C4C process.

Learning Outcomes

- Statutory requirements of induction. An overview will be offered of the statutory requirements for 2017/18, with an emphasis on any changes resulting from revised NQT Statutory Regulations or and the continuation of performance related pay.
- Good practice in mentoring. There will be an overview of the required cycle of monitoring and review, including any revisions to the materials contained within Rotherham's NQT Induction Guidance for 2017/18 to support this process.
- Professional learning needs. Training opportunities for NQTs in 2017/18 will be highlighted.

Relevant Phase

Foundation, KS1-5

Target Audience

Senior Leadership

Duration

1 x Twilight

Dates

19th September 2017

Time

16:15 – 17:15

Venue

Rockingham Professional Development Centre

Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

Contact

vicki.margrave@rotherham.gov.uk

andrew.bull@rotherham.gov.uk or

fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

NQT Induction Tutor Training

Effective Monitoring, Feedback and Interventions including the Use of C4C (Cause for Concern) Process

Course Content

This half day course is intended primarily for induction tutors or mentors responsible for monitoring and providing feedback for NQTs on their progress, and for planning interventions including the use of the formal C4C process (Cause for concern) process. It has been designed as a 'follow-on' session for any induction tutors who attended the initial Appropriate Body training session. The content of the course will be statutory requirements and best practice in the areas listed.

Learning Outcomes

The course will support participants in accessing and sharing best practice in NQT Induction, specifically:

- Approaches to monitoring NQT progress and identifying needs.
- Developing the use of lesson observation and feedback to support the development of NQTs.
- Recording and reporting progress against the current Teachers Standards.
- Planning and delivering interventions when NQT performance does not reach the required standard.
- Use of the formal C4C (cause for concern) process
- Evidencing the above

Relevant Phase

Foundation, KS1-5

Target Audience

Senior Leadership, Middle Leadership, Classroom Teachers

Duration

1 x Half Day

Dates

14th November 2017

Time

13:30 – 16:00

Venue

Rockingham Professional Development Centre

Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

Contact


andrew.bull@rotherham.gov.uk

vicki.margrave@rotherham.gov.uk or

fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

Literacy Subject Knowledge for NQTs

The Teaching and Learning of GPS

Course Content

Training will focus on the subject knowledge needed to teach grammar and punctuation effectively.

Learning Outcomes

Improved subject knowledge in the areas of grammatical terminology and punctuation.

Relevant Phase

KS1 and KS2

Target Audience

NQTs

Duration

1 x Half Day

Dates

27th September 2017

Time

9:15 – 12:15

Venue

Rockingham Professional Development Centre

Evaluations

Overall an interesting day, which has provided essential knowledge back in the classroom. Excellent!

Excellent subject knowledge with a clear outline of age expectations. Lots of ideas on how to make grammar fun for the children. A good mix of activities.

Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

Contact

amy.parry@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

Improving Children's Fluency in Mental Arithmetic NQT and RQT

Course Content

Children's fluency in number and calculation is one of the 3 aims of the maths curriculum and forms a key part of end of Key Stage One and Key Stage Two assessment. This course will emphasise the importance of developing children's fluency with number. The sessions will explore teaching strategies to build children's confidence, flexibility and speed when calculating. A range of practical resources will be used throughout to promote children's engagement and encourage flexible thinking.

Learning Outcomes

- Know how to support children who have an over-reliance on counting strategies.
- Raise awareness of progression in mental arithmetic from Year 1 to Year 6.
- Increase the number of mental strategies children know and use.
- Know strategies to increase children's speed when calculating.
- Understand how to move children to more efficient mental strategies.
- Explore ways to capture evidence of children's mental strategies.

Relevant Phase

KS1, KS2, KS3

Target Audience

RQTs, NQTs

Duration

2 x Full Day
attendance at both

Dates

20th October 2017
22nd January 2018

Time

9:15 – 15:30
9:15 – 15:30

Venue

Rockingham Professional Development Centre

New Course for 2017/18

Cost

Included in the fee for subscribing schools and academies;
£240 for the full programme for non-subscribers

Contact

ruth.sampson@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

Safeguarding for NQTs

Course Content

- An awareness of safeguarding children and young people in education settings.
- An awareness of the signs and indicators of abuse including child sexual exploitation, FGM, Prevent and Domestic Abuse.
- How to respond and how to refer appropriately both within school and to other agencies.
- To understand the allegations against staff process and the role of the LADO.
- To inform staff about the legal duties placed on them by Part One of Keeping Children Safe in Education 2016 (statutory guidance from HM Government).

Learning Outcomes

Participants will be made more aware of the signs and indicators of child abuse; be able to respond appropriately and effectively; be more aware of their own role within education safeguarding (including safer working practices) and of the multi-agency safeguarding arena.

Relevant Phase

Foundation, KS1-2

Target Audience

NQTs

Duration

1 x Full Day

Dates

26th October 2017

Time

9:15 – 15:30

Venue

Rockingham Professional Development Centre

Evaluations

Feel clued up about all areas of safeguarding and how to deal with it.

Super explanation of definitions/terminology used within safeguarding, made relatable by showing relevant scenarios.

Feel more confident in reporting procedures and reporting to appropriate professionals.

Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

Contact

sherran.finney@rotherham.gov.uk or

fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

☎ 01709 334005

Literacy Subject Knowledge for NQTs

The Importance of Spoken English in Building Vocabulary and Improving Writing

Course Content

Training will provide an overview of effective teaching and learning in literacy. Participants will develop pedagogy and subject knowledge, and be provided with ideas and resources to move literacy learning forward. Training will focus on developing Standard Spoken English, building vocabulary and the use of visual literacy to develop speaking, listening and writing.

Learning Outcomes

An overview of effective teaching and learning, including effective pedagogy and subject knowledge for teaching literacy.

Relevant Phase

Foundation, KS1-2

Target Audience

NQTs

Duration

1 x Half Day

Dates

20th November 2017

Time

9:15 – 12:15

Venue

Rockingham Professional Development Centre

Evaluations

A fantastic bank of ideas that I will be able to use throughout the year.

Good subject knowledge and well delivered.

Really opened my eyes up to the impact of spoken language.

Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers


Contact

amy.parry@rotherham.gov.uk or

fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

Focus on Teacher Wellbeing for NQTs

Course Content

The DfE acknowledges that teacher workload places a number of demands on teachers which can provide a wide range of challenges for colleagues within the teaching profession. A teacher who has job satisfaction, high levels of morale and one who maintains a healthy physical, emotional and social outlook to balance the demands of work and school life is crucial to improving children's educational outcomes.

This half day session will provide NQTs with opportunities to identify, consider and reflect on key pressures facing teachers who are new to the profession, consider strategies to reduce pressure and maintain a healthy work life balance. Signposting to key services will also be provided to support individuals who may be facing specific challenges in their NQT year.

Learning Outcomes

- Identify and manage a wide number of challenges facing teachers new to the profession.
- Learn from recently qualified and more experienced teachers who have managed the demands of the role.
- Provided with a range of strategies and sources of support to help maintain an effective work life balance.

Relevant Phase

Foundation, KS1-2

Target Audience

NQTs

Duration

1 x Half Day

Dates

15th November 2017

Time

9:15 – 12:15

Venue

Rockingham Professional Development Centre

New course for 2017/18

Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

Contact

vicki.margrave@rotherham.gov.uk or

fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

Developing Children's Reasoning and Fluency Through Mental Maths Activities for NQTs and RQTs

Course Content

Children's fluency in number is the first aim of the maths curriculum and being able to reason mathematically is the second aim. This course will focus on both aspects in the form of mental maths activities. The benefits of counting regularly for all children will be emphasised and how questioning skills can help develop children's reasoning skills alongside fluency. Attendees will participate in a range of activities and games using a variety of resources to promote both fluency and reasoning.

Learning Outcomes

- Understand the importance of counting across all year groups.
- Explore the use of games and activities which support fluency and reasoning skills.
- Raise awareness of the variety of resources which can be used to help develop fluency.
- Understand the role of questioning in developing children's reasoning skills.

Relevant Phase

Foundation, KS1-2

Target Audience

RQTs, NQTs

Duration

1 x Half Day

Dates

27th November 2017

Time

13:15 – 15:30

Venue

Rockingham Professional Development Centre

New Course for 2017/18

Cost

Included in the fee for subscribing schools and academies;
Delegate rate applies for non-subscribers

Contact

ruth.sampson@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

Science Subject Knowledge for NQTs and RQTs

Course Content

This practical course will provide you with opportunity to develop and enhance your knowledge of the primary science curriculum with a focus on working scientifically. The day will include examples of effective practice and will provide you with opportunities to share practice.

Learning Outcomes

- Familiar with the characteristics of successful science teaching across the primary phase.
- Demonstrate increased knowledge of effective strategies for teaching strands of working scientifically.
- Implement a range of ideas and activities with confidence to enhance children's experience of science education which will impact positively on pupil outcomes.

Relevant Phase

KS1-2

Target Audience

RQTs, NQTs

Duration

1 x Full Day

Dates

5th December 2017

Time

9:15 –15:30

Venue

Rockingham Professional Development Centre

Evaluations

Some good ideas for science investigations. Good learning from others, collaborating and sharing ideas. Good way of teaching, style – giving opportunities to control own learning.

Given more confidence to extend own practice. Very informative. Great ideas for lessons. Presented and delivered well. Lots of extra resources, info and books to use in further practice.

Cost


Included in the fee for subscribing schools and academies;
Delegate rate applies for non-subscribers

Contact

vicki.margrave@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

Literacy Subject Knowledge for NQTs

The Teaching and Learning of Reading

Course Content

Training will provide an overview of effective teaching and learning in literacy. Participants will develop demagoguery and subject knowledge, and be provided with ideas and resources to move literacy forward. Training will focus on the teaching of reading based on the 'Simple View of Reading' and the Content Domains. A range of approaches and practical ideas will be shared.

Learning Outcomes

An overview of effective teaching and learning, including effective pedagogy and subject knowledge for teaching literacy.

Relevant Phase

KS1-2

Target Audience

NQTs

Duration

1 x Full Day

Dates

10th January 2018

Time

9:15 – 12:15

Venue

Rockingham Professional Development Centre

Evaluations

Gives strategies that are explained in depth and has given me excellent ideas to make lessons more engaging.

Amy has demonstrated fantastic ways to draw more from reading and cross curricular links. The session was fun, useful and informative.

Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

Contact

amy.parry@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

The Teaching and Learning of Primary Languages (MFL in KS2) for NQTs

Course Content

Training will provide an overview of effective teaching and learning in primary languages. Participants will develop pedagogy and subject knowledge, and be provided with ideas and resources to move primary language learning forward.

Learning Outcomes

An overview of effective teaching and learning, including pedagogy and subject knowledge for teaching primary languages.

Relevant Phase

KS2

Target Audience

NQTs

Duration

1 x Half Day

Dates

6th February 2018

Time

13:15 – 16:00

Venue

Rockingham Professional Development Centre

New Course for 2017/18

Cost

Included in the fee for subscribing schools and academies;


Delegate rate applies for non-subscribers

Contact

amy.parry@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

SEND for NQTs

Course Content

This course is to upskill Newly Qualified Teachers in overcoming barriers to learning for pupils with SEND. The following will be included:

- Their role and responsibilities as a class teacher within the SEND Code of Practice.
- An introduction to a range of learning needs found in the Primary classroom.

Providing advice on practical strategies to ensure inclusion and enable progress for all children.

Learning Outcomes

- Implement practical ideas to better support the learning and progress of vulnerable groups and SEND pupils.
- Appropriately differentiate lessons to better support and challenge the progress and attainment of all pupils.

Relevant Phase

Foundation, KS1-2

Target Audience

NQTs

Duration

1 x Full Day

Dates

20th February 2018

Time

9:15 – 15:30

Venue

Rockingham Professional Development Centre

Evaluations

Very informative and beneficial.

Good ideas, not just for SEND children, applicable for all.

Approachable trainers with lots of practical advice given.

Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

Contact

helen.bacon@rotherham.gov.uk or

fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

Geography Subject Knowledge and Pedagogy for NQTs

Course Content

This course will provide you with opportunities to develop and enhance your own subject knowledge for teaching geography, in order to plan and deliver engaging and creative lessons which meet the minimum requirements of the KS1 and KS2 geography curriculum. It will also provide you with opportunities to share practice and talk with other colleagues about approaches to teaching geography. There will also be opportunities to learn from experienced teachers about how they have developed and delivered engaging curricular to develop children's geographical knowledge, understanding and skills. Further sources of support and training will be signposted.

Learning Outcomes

- Familiar with the characteristics of successful geography teaching across the primary phase.
- Demonstrate increased subject knowledge for effective teaching and learning in primary geography.
- Implement a range of ideas and activities with confidence to enhance children's experience of geography which will impact positively on pupil outcomes.

Relevant Phase

KS1-2

Target Audience

NQTs

Duration

1 x Half Day

Dates

1st March 2018

Time

9:15 – 12:15

Venue

Rockingham Professional Development Centre

Evaluations

Lots of exciting and engaging activity ideas. I feel much more confident that I will be able to offer a more stimulating geographical learning journey to the children. The approach fits well with our school's enquiry-based ethos.

The session was fantastic! I am taking away a lot of lesson ideas, subject knowledge and ideas for my net steps. I was engaged throughout.

Cost

Included in the fee for subscribing schools and academies;
Delegate rate applies for non-subscribers

Contact

vicki.margrave@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

History Subject Knowledge and Pedagogy for NQTs

Course Content

This course will provide you with opportunities to increase your understanding of the KS1 and 2 History curriculum, both the key factual content and the historical skills, concepts and processes pupils need to be confident in. You will be provided with a range of ideas for planning and teaching engaging and creative lessons linked to aspects of the History curriculum. There will be opportunities to share practice with colleagues. Further sources of support and training will be signposted.

Learning Outcomes

- A secure understanding of the factual content required by the History curriculum, and the skills, concepts and processes linked to it.
- Ideas for planning and teaching History lessons in creative and engaging ways which will deliver the curriculum and impact positively on pupil outcomes.
- Strategies and sources of support in further developing your skills and knowledge as a teacher of History.

Relevant Phase

KS1-2

Target Audience

NQTs

Duration

1 x Half Day

Dates

1st March 2018

Time

13:00 – 16:00

Venue

Rockingham Professional Development Centre

Evaluations

I found the session useful in developing my knowledge of different activities/tasks that can be used in my own practice to engage children.

Good subject knowledge update. Ideas of getting young children practically involved. Good explanation of the curriculum.

Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

Contact

andrew.bull@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

Recently Qualified Teacher Development Programme

Leading Learning in Your Own Classroom

Course Content

This professional learning and development programme is aimed at supporting the further development of classroom based practice for colleagues in the early stages of their teaching career.

This programme has been designed, developed and will co-delivered in partnership with highly effective school based practitioners in order to support Recently Qualified Teachers to develop and extend their practice both within and beyond their own classroom.

Sessions will be co-delivered by outstanding teachers, experienced Senior Leaders and Teaching and Learning Consultants both at Rockingham PDC and in school based settings. Delegates will be provided with opportunities to analyse and consider key areas of practice in order to understand what makes for highly effective teaching and learning in their own classroom and beyond.

Learning Outcomes

Delegates will be able to:

- Further develop and embed effective classroom practice into everyday teaching and learning.
- Become more reflective and skilled practitioners.
- Participate in action research and collaborate with outstanding practitioners in order to share best practice.
- Understand the role of an effective subject leader and apply these skills to an area of the curriculum which they lead.

Relevant Phase

Foundation, KS1-2

Target Audience

RQTs

Duration

6 x Half Days
attendance required
at all 6 sessions

Dates

19th September 2017
24th October 2017
21st November 2017
9th January 2018
6th March 2018
24th April 2018

Time

8:45 – 11:45
8:45 – 11:45
8:45 – 11:45
8:45 – 11:45
8:45 – 11:45
8:45 – 11:45

Venue

Rockingham Professional Development Centre

Evaluations

I feel the course is well balanced and looks at a broad selection of skills to develop and empower young teachers.

Focused sessions on key ideas and themes. Brilliant experience visiting other schools and having time to reflect. Positive conversations.

Attending the RQT sessions has been valuable in the aspect of being able to visit other settings and get ideas and inspiration for the learning I want to portray and have in my own classroom. Over the course of the programme having opportunities to evolve and reflect on my aims and ethos has also enabled me to develop as a teacher.



Cost

Included in the fee for subscribing schools and academies;
£540 for the full programme for non-subscribers

Contact

vicki.margrave@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk
 01709 334005

Science Subject Leader Network Meetings

Course Content

Good subject leadership has a positive impact on the quality of science teaching in primary schools. These meetings are designed to provide opportunities for subject leaders to develop their leadership skills as well as to learn about the latest local and national initiatives in primary science and keep abreast of developments within the subject. These network meeting will also provide colleagues with opportunities to share best practice in science subject leadership and approaches to planning, developing and delivering an effective science curriculum. "The best teaching ... was driven by determined subject leadership ..." Maintaining curiosity Ofsted report (2013).

Learning Outcomes

- Effectively lead science across the phases in primary schools.
- Develop ideas and activities to support interactive teaching, learning and assessment in primary science.
- Gain up-to-date knowledge of local and national developments in science.
- Share best practice in science subject leadership and teaching.

Relevant Phase

Foundation, KS1-2

Target Audience

Middle Leadership, Classroom Teachers,

Duration

3 x Half Days

Dates

25th September 2017

Time

13:00 – 16:00

attendance required

23rd January 2018

13:00 – 16:00

at all three sessions

13th March 2018

13:00 – 16:00

Venue

Rockingham Professional Development Centre

Evaluations

Thank you for a wonderful series of CPD sessions. I have taken away a lot that will inspire, motivates and enthuse teachers back at school. This will help improve the teaching of science.

A really valuable course. Good to see different ideas and see some useful websites and resources.

Cost


Included in the fee for subscribing schools and academies;
£270 for all three sessions for non-subscribers

Contact

vicki.margrave@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

Assessment in Primary Science

A World Without Levels

Course Content

Evidence shows that effective Assessment for Learning (AfL) leads to raised attainment. With the formal recording of levels removed within the National Curriculum, all teachers need to be secure in their understanding of how to make judgements about children's achievements and progress in science. Consideration will be given to how you could integrate and embed assessment practices into effective science teaching and learning.

Learning Outcomes

- Acquire a deeper understanding of progression through science based teaching and learning.
- Use a range of AfL strategies effectively to promote children's learning in science.
- Make reliable teacher assessment judgements in science with confidence in order to identify next steps in children's learning.

Relevant Phase

KS1-2

Target Audience

Senior Leadership, Middle Leadership, Classroom Teachers, RQTs, NQTS

Duration

1 x Full Day

Dates

18th October 2017

Time

9:15 –15:15

Venue

Rockingham Professional Development Centre

New Course for 2017/18

Cost


Included in the fee for subscribing schools and academies;
Delegate rate applies for non-subscribers

Contact

vicki.margrave@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

 Rockingham.PDC@rotherham.gov.uk

 01709 334005

Science Teacher Leader Research Champions

Course Content

'Strong and effective staff development is structured around clear objectives to improve pupil outcomes; and informed and led by evidence of effective teaching practices'. (Effective Primary Teaching Practice, 2016).

The science teacher leader research champion group will be comprised of committed and forward thinking teachers of primary science who will identify priorities, research, plan and review effective practice in order to contribute to the growing evidence base of school led research. Meeting on three occasions over the course of the year, local champions will be provided with facilitated sessions which will allow them to engage in collaborative practice to improve outcomes for all children through primary science. Delegates will be expected to engage in action research between sessions, reporting actions and findings to network groups throughout the year. Attendance at all sessions is a programme expectation

Learning Outcomes

- Engage in robust research grounded in effective classroom practice to improve outcomes for all in primary science.
- To engage in collaborative and collegial professional dialogue to enhance high quality school led practice.
- Develop ideas and activities to support engaging teaching and learning in primary science which improves outcomes for all.
- Develop and empower colleagues to share best practice in science teaching & learning and leadership.

Relevant Phase

Foundation, KS1-2

Target Audience

Senior Leadership, Middle Leadership, Classroom Teachers

Duration

3 x Half Days

Dates

19th October 2017

Time

13:15 –15:30

attendance required

21st February 2018

13:15 –15:30

at all three sessions

25th April 2018

13:15 –15:30

Venue

Rockingham Professional Development Centre

New Course for 2017/18

Cost

Included in the fee for subscribing schools and academies;
£270 for all three sessions for non-subscribers

Contact

vicki.margrave@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

To Book

Rockingham.PDC@rotherham.gov.uk

01709 334005

Outstanding Teaching Assistant Programme (OTAP)

Developed by Olevi and accredited by the NCSL, this programme has a national reputation for improving standards in teaching and learning. It will be delivered in Rotherham for the first time by a team of Olevi accredited facilitators who are also Rotherham headteachers.

OTAP is for teaching assistants who are, or who have the potential to be, outstanding in their roles. It is intended to develop the potential for Teaching Assistants to have a wider impact on improving the quality of teaching and learning across the school.

OTAP enables teaching assistants to:

- place a greater emphasis on the purpose and value of the lessons they support
- raise levels of engagement and achievement in learning
- use different methods and styles of support to challenge learners
- innovate and take risks
- have a bigger impact on the planning and assessment for the learners they support
- demonstrate a higher level understanding of teaching and learning
- be able to coach colleagues to raise performance

The programme focuses on a range of aspects of teaching and learning such as: challenge, engagement, assessment, differentiation, questioning and planning. There are facilitated practical sessions and lesson observations at the host school, with linked practical tasks back in the participant's own school to apply what they learn.

Structure

The programme comprises of five morning sessions every two weeks. Delegates will have the opportunity to share previous experience, existing expertise and new learning with colleagues in a safe, supportive and challenging environment.

Commitment

There is an expectation that delegates will attend all of the sessions to achieve formal accreditation. The programme is for teaching assistants who are, or who have the potential to be, outstanding in their roles.

Endorsement

OTAP is designed to develop the understanding, skills and confidence of TAs or HLTAs who you have already identified as good. With high quality professional development and focused self-evaluation, they can become reflective practitioners and an outstanding asset to your team; and, with the backing of senior leadership, they can go on to disseminate their learning and promote their outstanding practice more widely amongst colleagues back in school.

Headteacher, Kiveton Park Meadows Junior School

Dates and Venues

Cohort 1 – Autumn 2017

1. Tuesday 12th September
Kiveton Park Meadows Junior
2. Thursday 28th September
Meadow View Primary
3. Wednesday 11th October
Kiveton Park Meadows Junior
4. Monday 23rd October
Meadow View Primary
5. Friday 17th November
Kiveton Park Meadows Junior

Cohort 2 – Spring 2018

1. Monday 8th January
2. Tuesday 23rd January
3. Friday 9th February
4. Wednesday 21st February
5. Thursday 8th March

All sessions at Meadow View Primary

Cohort 3 – Summer 2018

1. Friday 20th April
2. Tuesday 1st May
3. Thursday 17th May
4. Wednesday 6th June
5. Monday 18th June

All sessions at Kiveton Park Meadows Junior

Cohorts are strictly limited to 15 delegates each and will be allocated on a first come, first served basis. To express an interest in participation, please contact fiona.radford@rotherham.gov.uk

Cost

Included in subscription for subscribers;
£435 + VAT per delegate for non-subscribers

Rotherham School Improvement Service is delighted to be working in partnership with Trent Valley Teaching School Alliance (TVSTSA)



Outstanding Teacher Programme (OTP) Cohorts 3 and 4

This programme has been developed by Olevi, accredited by the NCSL and has a national reputation for improving standards in teaching and learning. It will be delivered in Rotherham again by a team of Olevi accredited facilitators who are also leaders in Rotherham schools.

The Outstanding Teacher Programme (OTP) provides good or outstanding teachers with a set of skills and strategies that enables them to be consistently outstanding.

Aims of the programme for delegates

- To develop a common language of teaching and learning
- To deepen understanding of the key aspects of outstanding teaching and learning
- To raise performance in the classroom by encouraging creativity and developing more innovative practice
- To become a more reflective practitioner
- To develop coaching skills to help improve the practice of others

Structure

The programme comprises of seven sessions (two full and five half days). It is delivered through face-to-face facilitated sessions, classroom 'walk rounds' within schools and intercessional tasks. Delegates will focus on a range of aspects of teaching and learning such as challenge, engagement, assessment, differentiation, questioning and planning.

Commitment

There is an expectation that delegates will attend all of the sessions. Teachers suitable for the OTP should have excellent interpersonal skills and a strong commitment to teaching and learning. They must have a commitment to ongoing professional development and the ability to truly reflect on their practice.

Further Details

Places on the OTP are strictly limited to 15 delegates per cohort. The programme will run twice next year in Rotherham – in autumn term 2017 and again in spring 2018. Therefore there are only 30 places available in total. Delegates in cohort 3 (Autumn 2017) will receive further information e.g. venues for each session, before the end of the summer term.

Delegates in cohort 4 (Summer 2018) will receive further information e.g. dates and venues for each session by February 2018.

Evaluations

The programme has made me reflect on my own teaching but has also made me look at the 'bigger picture' within the whole school to help contribute to improvement.

Delegate, Canklow Woods Primary
I have found myself reflecting more on the quality of my questioning and built more higher or questioning into all my lessons. I feel now that I am equipped with the knowledge to change or help change whole school issues that will positively impact staff.

Delegate, Monkwood Primary

Dates

- Session 1 – 14th September (full day)
- Session 2 – 25th September (half day)
- Session 3 – 13th October (half day)
- Session 4 – 25th October (full day)
- Session 5 – 10th November (half day)
- Session 6 – 22nd November (half day)
- Session 7 – 30th November (full day)

N.B. Full day timings are 8.30am – 4.30pm and half-day sessions are 12.30 – 4.30pm. All sessions will be delivered in good or outstanding Rotherham primary schools.

Cost

Included in subscription for subscribers; £650 per + VAT per delegate for non-subscribers

Contact

del.rew@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

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Picture This!

Picture This! focuses on some artwork (one or more paintings) and schools are invited to use it as an inspiration for cross-curricular work. The challenge is to use the artwork imaginatively in classrooms as a stimulus for working creatively in areas such as literacy, art history, ICT music, dance and drama.

We believe that it helps to inspire teachers across Rotherham to plan and teach creatively and each year a wide range of high quality work is produced by our children and young people. All participating schools are invited to exhibit some of their work at a celebration event which takes place during the summer term.

Rotherham's Picture This! Project is taken directly from and inspired by the National Gallery's country wide Take One Picture initiative. We are grateful to the National Gallery's Education Department who provided us support guidance and encouragement in launching our own localised version of their project in 2007.

Involvement in 'Picture This!' is a process which in many ways is as valuable to the adults and the children as the finished work that is produced. Picture This! starts with a Launch Event where schools are invited to send members of staff for them to explore how paintings can be used across the curriculum. They will take back prints of the painting, information about it, some ideas and the desire and inspiration to use it to develop some exciting work with children.

For staff, 'Picture This!' should provide a range of professional development opportunities. It should encourage schools to deliver their curriculum through a range of exciting and innovative approaches. It should encourage more schools to visit local galleries and places of interest where artwork is displayed. Children will learn skills or gain understanding and knowledge that is new to them. They will have the opportunity to use what has been previously learnt and apply it creatively. Children will be engaged and motivated by the project and have opportunities to develop their self-esteem and confidence. It will help to develop a range of key skills and attributes that will aid their overall performance in school.

Evaluations

Picture This! is an amazing whole school collaboration that puts creativity at the very core. Following focused CPD for lead staff, children are then inspired by works of art before embarking on the development of their ideas. It enables children to be creative: firing their own imaginations and ideas - allowing them to develop these and be in awe at the wonders they can create - having no inhibitions because it comes from them. Picture This! builds confidences as well as a sense of pride - seeing their creations on display for the world to see. A culmination of each school's work is then displayed in preparation for a grand launch and celebration week as part of the Rotherham Children's Festival. This is a wonderful opportunity that can involve the whole school in a creative project that also brings together schools from across Rotherham to showcase their outcomes.

Headteacher, Bramley Sunnyside Junior

Dates

Monday 2nd October – 9am – 3.30pm

Cost

Included in subscription for subscribers; £300 for participation in the project for non-subscribers

Contact

emily.wright@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

<https://www.rosis.org.uk/picture-this>

Power of Coaching (POC)

RoSIS is delighted to offer The Power of Coaching (POC) programme. POC has been designed by the creators of the Outstanding Teacher Programme to enhance the leadership of teaching and learning through promoting effective coaching. Facilitated by our Ofsted accredited school leaders the POC forms part of the Ofsted Teaching & Learning Syllabus, which has gained a national reputation for raising standards in teaching and learning. The programme is hosted by senior leaders from Anston Hillcrest, Meadow View and Rawmarsh Rosehill Schools on behalf of RoSIS and is quality assured by our partners at the Trent Valley Teaching School Alliance.

The Power of Coaching:

- Provides opportunities for delegates to engage in a range of activities and access theories behind effective coaching practices.
- Exemplifies how to implement coaching in a range of professional contexts from the classroom to the training room.
- Enables delegates to select their own coaching model to articulate to others.
- Links coaching to outstanding practice and how to achieve outstanding learning.

Eligibility

- Be able to demonstrate a clear understanding of outstanding teaching and learning practices
- Have experience in facilitating both groups and individuals
- Be able to demonstrate a track record of success through their teaching
- Have received endorsement from their Headteacher on their ability to develop
- Suitable for a senior or middle leader with a responsibility for improving teaching and learning beyond their own classroom.

Structure

The programme runs over three half day sessions and is packed with practical activities, tools and techniques that can be utilised back in school.

Commitment

There is an expectation that delegates will attend all of the sessions to achieve formal accreditation.

Endorsement

POC highlighted the difference between mentoring and coaching, and how very different they are. It allowed me to identify the transferable element of coaching skills and how they can be used in many settings with many people. It was very different to anything I had done before and really tested my skills. It gave me an opportunity to discuss anything in a safe and confidential environment with great collaboration with others. It helped me understand how you can support someone in becoming a better teacher without 'telling' them what to do.

SLT, Rawmarsh Rosehill Junior

Dates and Venues

Cohort 1 – Spring 2018

3 afternoons at Meadow View Primary School and Rawmarsh Rosehill Junior School on:

10th, 19th and 26th January 2018

Cohort 2 – Summer 2018

3 afternoons at Anston Hillcrest Primary School on:

6th, 14th and 22nd June 2018

Cohorts are strictly limited to 15 delegates each and will be allocated on a first come, first served basis. To express an interest in participation, please contact fiona.radford@rotherham.gov.uk

Cost

Included in subscription for subscribers; £435 + VAT per delegate for non-subscribers

Rotherham School Improvement Service is delighted to be working in partnership with Trent Valley Teaching School Alliance (TVSTSA)



Working Together to Improve Pupil Outcomes

Our Targeted Support Workshops

In Autumn Term 2013, we ran our first Targeted Support Workshops with a focus on accelerating progress in Year 6. Ten Headteachers/Executive Headteachers, all with a proven track record of success in securing consistently strong end of KS2 outcomes, were invited to lead a series of mini-presentations sharing aspects of their leading practice to an invited targeted audience of leaders who needed to ensure improved KS2 outcomes for their schools in 2014. It was a very positive professional learning experience for all involved and helped to secure much stronger outcomes in 2014.

As a result of this success, a further series of Targeted Support Workshops were held during 2014-15, 2015-16 and 2016-2017 focusing on areas where we needed to make most progress the following year. These have included: phonics; grammar, punctuation and spelling; KS1 reading; KS1 mathematics; KS2 reading and accelerating progress in Year 6. Once again, there was a considerable improvement in both 2015 and 2016 outcomes for schools that attended these CPD events. There was very positive feedback about how the organisation of the workshops enabled high levels of professional learning conversations to take place resulting in actions being taken that improved key aspects of provision.

For 2017-18, because of their continuing popularity and success with school leaders and the contribution they have made to improving outcomes, we will run another series of Targeted Support Workshops during autumn term. As yet, the focus for these workshops is undecided. It will be driven by our LA 2017 end of year outcomes and focus on those areas where we need to make most progress in 2018. Following a full data analysis in July 2017, we will be in a position to inform you about the areas of focus for these autumn term workshops before the end of the summer term.

Evaluations

Excellent way of making links to other schools

Good positive CPD opportunity for Y6 at the beginning of the year so chance to implement changes to have an impact

This provided me with a wealth of new ideas to try out and resources to back this up

Dates

Monday 9th October

Thursday 12th October

Monday 23rd October

Thursday 26th October

All sessions will run from 2.00 – 4.30pm

N.B. we will continue to encourage and target certain schools to attend these workshops because of their needs but they will also be open for 2017-18, free of charge to all other fully subscribing schools.

Cost

Included in subscription for subscribers; £60 per delegate for non-subscribers

Contact

karen.hopkins@rotherham.gov.uk or
fiona.radford@rotherham.gov.uk

CPD Booking Form

To book onto courses, please complete the below form and email it back to rockingham.pdc@rotherham.gov.uk.

(Email addresses can either be individual school email addresses or your personal email address).

Please tell us that you are coming

It is essential that you reserve a place on any course you wish to attend. If you don't book a place you cannot be informed of a cancellation which might need to be made at short notice. Most courses have minimum and maximum numbers to ensure that tutors are able to deliver courses effectively, however, it is also crucial that arrangements can be confirmed with the relevant venue to book adequate refreshments, ensure suitable seating arrangements and organise sufficient course materials for participants.

An administration fee of £25 will be charged for attendance without prior booking.

What if I need to cancel my booking?

If you have enrolled onto a course and then find you cannot attend, please inform us as soon as possible, even on the day of the course, if necessary, by emailing rockingham.pdc@rotherham.gov.uk. Some courses do become oversubscribed and have a waiting list. By informing us that you are no longer able to attend a course, this may enable another person to attend in your place. Full course fees (£130 per day) will be applied for non-attendance or cancellation less than 10 working days prior to the course date for non-subscribing schools.

School / Academy

Name	Email Address	Course Title	Course Date